**ELD Literacy 1 Weekly Planner**

**Function(s): Vocabulary, Reading Strategy (Form Generalizations), Literary Element (Appeal to Logic, Author’s Tone and Purpose)**

**Instructional Materials: *Edge*, Level A**

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| Objectives | | Monday the 14th | Tuesday the 15th | Wednesday the 16th | Thursday the 17th | Friday the 18th |
| Students will be able to use (topic vocabulary or pattern) in order to (do what?). | | I will use the cluster vocabulary to write a Short Constructed Response (SCR) in response to a higher-level question. | Continued from Monday | \* I will evaluate the author’s appeal to logic by explaining my opinion in a short response.  \* I will evaluate the author’s generalizations by explaining my opinion in an SCR. | Continued from Wednesday | \* I will analyze the text by identifying and explaining the author’s tone and purpose.  \* I will evaluate the author’s generalizations by explaining my opinion in an SCR. |
| Language to Teach | |  |  |  |  |  |
| **Language Patterns “Mortar”**  **See ELD Matrix Tab 3 Function Tools** | **Grammatical Forms** to help determine the “mortar” patterns. | n/a | n/a | n/a | n/a | n/a |
| Patterns for Prompts | Examples / Non-Examples |  | Monitor Comprehension |  | Monitor Comprehension |
| Patterns for Responses |  |  | Sentence Frames |  | Sentence Frames |
| **Topic Specific Vocabulary** “Bricks” | | afford, dropout, experience, income, independent, position, reality, reckless |  | Appeal to Logic  Generalizations  Form Generalizations |  | Author’s Tone and Purpose  Form Generalizations |
| Instructional Sequence | |  |  |  |  |  |
| **Warm-Up** | | Is it easier for teens to live with adults or to live on their own? Explain your answer in a complete sentence.  \* It’s easier for teens to live \_\_\_\_ because \_\_\_\_\_\_\_\_\_\_. |  | \* Some things I can **afford** are \_\_\_\_\_\_\_\_\_\_.  \* I do not want to be a **dropout** because \_\_\_\_\_\_\_. | \* I learned a lot from an **experience** I had when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  \* One way a teenager can earn an **income** is by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | Content Objectives |
| **I Do** | | Teacher Read Vocabulary and Examples (Students Repeat) |  | Explicit Instruction  Think Aloud |  | Explicit Instruction  Think Aloud |
| **We Do** | | Frayer Models |  | *Edge* Practice Book, pp 224-225  Reading Roadmap |  | Reading Roadmap |
| **You Do** | | Short Constructed Response: If you were a parent, would you encourage your teenager to take a part-time job? Why or why not? Write a well-developed paragraph, using at least four Key Vocabulary words in your response. |  | Use the information from the reading to respond to the following questions:  \* How does the writer use logic to convince the reader to see her point of view? Is her appeal to logic successful? Respond in complete sentences.  \* Do you agree with the generalizations the author makes about teens and responsibility? Review the text and look for details to respond to. Then write a brief response (5 sentences) to the essay. |  |  |
| **Closure** | |  | Share your paragraph with a partner. Discuss your different ideas. | Use your work to answer the following questions in complete sentences at the bottom of your paper:  \* Review your Main-Idea Tree and explain how the writer appeals to logic to support her argument.  \* Explain how using the strategies on page 225 helped you to form a generalization. | Why do you think most high-paying positions require a college degree? Do you think this is fair or unfair? Why? |  |